DOCUMENT RESUME

ED 198 087 SP 017 206

AUTHOR Burden, Paul R.
TITLE Teachers' Perceptions of the Characteristics and Influences on their Personal and Professional Development.
PUB DATE Dec 80
NOTE 64p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Educational Environment; Elementary School Teachers; *Individual Development; *Professional Development; Research Methodology; Self Actualization; *Self Evaluation (Individuals); Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Characteristics; Teacher Influence; Teacher Supervision; Teaching (Occupation); Teaching Conditions; Teaching Experience

ABSTRACT

School teachers are in a profession that offers little advancement, but there is reason to believe that teachers go through significant developmental changes during their teaching years. Information about human development, career development, teacher characteristics, and the occupation of teaching indicates the likelihood of significant teacher change during the teaching years. Little is known about the specific changes teachers undergo. A study to provide information about those developmental characteristics and influences is reported, including the components of: (1) a summary of the problem, methodology, and limitations; (2) a summary of the major findings; (3) a discussion of the results; and (4) a conclusion. To provide more complete information about teachers' personal and professional development, this study obtained teachers' perceptions of: (1) their own personal and professional development characteristics; (2) influences of the professional environment on development; (3) influences of the personal environment on development; (4) influences of supervisory practices on development; and (5) preferred types of school environment and supervisory practice to facilitate development. (CJ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED198087

TEACHERS' PERCEPTIONS OF THE CHARACTERISTICS AND INFLUENCES ON THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT

by

Dr. Paul R. Burden
Kansas State University
College of Education
Dept. of Curriculum and Instruction
Manhattan, Kansas 66506

December 1980

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Paul R. Burden

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 017 206

Copyright by
Paul Robert Burden
1979

TABLE OF CONTENTS

Summary of the Problem, Research Procedures, Analysis of Data, and Limitations 1
Summary of the Problem 1
Summary of Research Procedures and Analysis of Data 2
Limitations for Generalization 3
Summary of Major Findings 5
Characteristics of Their Own Personal and Professional Development 5
Perceptions of personal characteristics 5
Perceptions of professional characteristics 6
Perceptions of interaction between personal life and professional life 7
Influences of the Professional Environment on Development 8
Influences of the Personal Environment on Development 9
Influences prior to teaching 9
Influences since starting to teach 10
Influences of Supervisory Practices on Development 10
Principals 11
Other supervisory personnel 11
Absence of administrators or supervisors 12
Preferred School Environment 12
Discussion of the Results 13
Teachers' Developmental Characteristics 13
Stages of teacher career development 14
The first year 15
Second, third, and fourth years 17
The fifth year and beyond 20
Additional developmental characteristics 25
Teachers' Developmental Influences 26
Influence of other teachers 26
Influence of accumulated experience 27
Interaction between personal life and professional life 28
Influence of supervisory practices 29
Recommendations and Implications 30
Research 30
Undergraduate teacher education 33
Graduate teacher education 34

Inservice teacher education..... 34
Supervision and administration..... 36
Conclusion..... 37
Appendices
A. Summary of Sample..... 38
B. Final Interview Guide..... 39
C. School Data Sheet..... 42
D. Teachers' Perceptions of Their Professional Characteristics..... 43
Bibliography..... 44

TEACHERS' PERCEPTIONS OF THE CHARACTERISTICS AND INFLUENCES ON THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT

Paul R. Burden

Dec. 1980

School teachers are in a profession offering little advancement yet there is reason to believe that teachers go through significant developmental changes during the teaching years. Burden (1979) conducted a study to provide information about these developmental characteristics and influences. This paper is a summary from that original report.

The purpose of this paper is to present (1) a summary of the problem, the methodology used to solve the problem, and limitations for generalization; (2) a summary of the major findings; (3) a discussion of the results; and (4) conclusion.

Summary of the Problem, Research Procedures, Analysis of Data, and Limitations

Summary of the Problem

The purpose of this study was to determine selected teachers' perceptions of their personal and professional development since

they started teaching. Specifically, this study obtained teachers' perceptions of:

1. Characteristics of their own personal and professional development
2. Influences of the professional environment on development
3. Influences of the personal environment on development
4. Influences of supervisory practices on development
5. Preferred types of school environment and supervisory practice to facilitate development

The primary focus of this study was to provide more complete information about teachers' personal and professional development. School teachers are in a profession offering little advancement yet there is reason to believe that teachers go through significant developmental changes during their teaching years. Information about human development, career development, teacher characteristics, the occupation of teaching, and teachers' career development indicates the likelihood of significant teacher change during the teaching years. Yet surprisingly little is known about specific changes teachers might undergo during their careers. This study was an effort to provide information about those developmental characteristics and influences.

Summary of Research Procedures and Analysis of Data

Focused interviews were conducted with each of fifteen teachers. The focused interview used in this study was designed to enable respondents to describe their teaching careers with range, specificity,

depth, and personal context. The final sample consisted of fifteen public school teachers. At the time of the interview, all were teaching at the elementary level in suburban school districts.

Each interview was tape recorded and the data were transcribed onto note cards. The information provided by the teachers was coded into five general categories identical to the objectives of the study. The information in each category was qualitatively analyzed by the constant comparative method proposed by Glaser and Strauss (1967, 1970) and consequently was organized into topical headings.

The results were presented in three ways: (1) the characteristics and influences of the personal and professional development were reported under topical headings which were generated from the constant comparative method of qualitative analysis, (2) a case study of one teacher was presented to illustrate the context in which the teachers' changes and influences occurred, and (3) examples were reported to illustrate the idiosyncratic circumstances for individual teachers and to indicate the effect they had on those teachers.

Limitations for Generalization

There are several sources of limitations for this study. First, the data in this study were provided by teachers with a certain set of demographic characteristics. The final sample consisted of fifteen public school teachers who taught in regular elementary classrooms in seven suburban school districts in central Ohio. Data from teachers in many other settings were not included in this study. Second, the data in this study were provided by teachers who

had continued to teach. Data from teachers who had not continued to teach and who had taken other jobs were not included in this study. Third, the data in this study were self-selected by the teachers when they were recounting the events in their careers.

To generalize and say that all teachers possess the qualities and have experienced the influences expressed by these teachers would be overstepping the bounds of this study. This was an exploratory study with a population selected with specific criteria. How valid these findings are for other teachers is unknown.

There were several sources of variability in the study. They included: (1) the individual teacher, (2) the school setting, (3) the years of service, (4) the era in which the teacher taught, (5) the variance of the interview as described above, and (6) other variables. Meaning is not obtained unless there is a variability but too much variability would reduce the generalizability (Duncan, 1978). Teachers with a certain set of criteria revealed information about their personal and professional development. Perhaps generalizations could be made for other teachers meeting the same set of criteria.

Glaser (1965) noted that the constant comparative method of qualitative analysis is concerned with generating and plausibly suggesting many properties and hypotheses about general phenomenon. No attempt is made in the method to ascertain either the universality or the proof of suggested causes or other properties.

Even considering the limitations, it is hoped that the findings from this study will contribute to further understanding of the personal and professional development of teachers.

Summary of Major Findings

While discussing their teaching careers, the teachers provided information relevant to the study objectives. The major findings for each study objective are presented in this section.

Characteristics of Their Own Personal and Professional Development

The teachers' perceptions of their developmental characteristics were organized into three categories: (1) personal characteristics, (2) professional characteristics, and (3) interaction between personal life and professional life.

Perceptions of personal characteristics

While discussing their careers, the teachers revealed information concerning their personal qualities and their personal activities since they started teaching. The information was organized into topical categories. Those categories and a summary of each are listed below.

1. Growth in Confidence and Happiness: more self-confident, happy, comfortable and positive with themselves compared to their first year of teaching

2. Growth in Maturity, Capability, and Affability: more mature, capable, considerate, and understanding compared to their first year

3. Growth in Flexibility: more easy-going, down-to-earth, relaxed, and gentle compared to their first year

4. Growth in Open-mindedness: more open to ideas and activities, more willing to try new things, and more willing to share and give ideas as compared to their first year

5. Growth in Assertiveness and Expressiveness: more opinionated and more willing to express those opinions compared to their first year

6. Growth in Egocentrism: more concerned with the personal effect of certain issues compared to their first year

7. Unchanging Qualities: some fundamental personal characteristics were unchanged since starting to teach (shyness, dependence, independence, etc.)

Perceptions of professional characteristics

The teachers revealed a great deal of information concerning their professional lives and in doing so revealed characteristics of their own professional development. That information was organized into topical categories. Those categories and a summary of each are listed below.

1. Knowledge of Teaching Activities: limited knowledge of teaching activities the first year; developing their planning and organizational skills in years two, three, and four; had good command of those skills and knew many aspects of their job well by the fifth year

2. Knowledge of Teaching Environment: limited knowledge of the teaching environment the first year; better understanding of children, school curriculum, teaching methods in years two, three, and four; knew those aspects well by the fifth year

3. Changing Images about Teaching: held an image of what a teacher should be and conformed to that image the first years; gradually abandoned that image and let their own personality come out

4. Professional Insight and Perception: limited insight into the children or school environment the first year; gradual increase in perception and insight in later years

5. Approach to Curriculum and Instruction: subject-centered approach the first year; transitional period finding that

their students were people during their second, third, and fourth years; child-centered approach by fifth year

6. Professional Confidence, Security, Maturity: uncertainty and confusion the first year; gradually more comfortable with subject matter and teaching techniques in years two, three, and four; confident, competent, and secure by fifth year

7. Willingness to Try New Teaching Methods: unwilling to try new methods while mastering initial skills during their first year; willing to experiment with new methods in years two, three, and four; continually trying new methods in the fifth and later years

8. Obtaining Assistance and New Ideas: seeking assistance and new ideas at different times from other teachers, workshops and inservice programs, student teachers and participants, graduate courses, on their own, and from other resource people and activities

9. Career Plans: teachers generally were more committed to continue teaching at the time of the interview compared to when they started teaching

10. Grade Level, School, and District Changes: most teachers taught at only one or two grade levels or in one or two districts; most teachers changed schools at some time

Perceptions of interaction between personal life and professional life

Most teachers indicated that their personal lives had affected their teaching and, in turn, their teaching affected their personal lives. Information concerning that personal and professional interaction was organized into the categories listed below. Summaries are provided with each category.

1. Personal Life Affects Professional Life: personal life generally affected teaching in a positive and supportive manner

2. Professional Life Affects Personal Life: professional activities positively affected the general quality of life, personal development, and home life; sometimes strain on families and teacher's own mental health

3. Personal and Professional Lives: Inseparable: seen as a natural condition of teaching and sometimes viewed as a desirable condition

4. Separating Personal and Professional Lives: some teachers tried to separate the tension of teaching from their personal lives; merging of the personal and professional lives sometimes still occurred

5. Personal Time and Tension from the Job: most teachers accepted tension and work to be taken home as part of the job the first year; in later years they sought ways to release the tension from teaching in their personal lives

Influences of the Professional Environment on Development

The teachers provided information about the conditions which existed in the professional environment when their personal and professional development occurred. That information was organized into the categories below. Summaries are provided with each category.

1. Other teachers: teachers' personalities, willingness to share ideas and materials, and formal and informal use of time to share with other teachers were mentioned

2. The School Building: topics mentioned include the school structure and facilities, supplies and materials, administrative and organizational arrangements, teachers, students, rules and regulations, and other people available for assistance

3. The Children: comments included the social, cultural, and academic characteristics of the students

4. Parents and the Community: comments included references to volunteer programs, parental conferences, parental organizations, pressure and accountability, and general qualities of the parents and the community

5. Workshops and Inservice Days: comments indicated what was offered by the district and when the teachers took advantage of the offerings

6. The School District: included comments on district requirements and Board of Education policies

7. Society: comments on the state of society and the changes in parents, educational philosophies, and influences on the children

8. The Curriculum: comments on the academic programs

9. Teachers' Duty, Committees, and Extra-curricular Activities: comments on lunch and recess duty, committee memberships, and other school-related activities

10. The Teaching Profession: comments on the professional attitude of teachers and teacher associations

Influences of the Personal Environment on Development

The teachers provided information about the conditions which existed in their personal lives in relation to their teaching careers. The information was organized into two topical categories: (1) influences prior to teaching and (2) influences since starting to teach.

Influences prior to teaching

Each teacher discussed attitudes he or she possessed and experienced prior to teaching which might have influenced the teacher once he or she started teaching. The attitudes and experiences were organized into the topical categories listed below. Summaries are provided with each category.

1. Prior Contact with Children: including baby-sitting, summer camp programs, volunteer programs in high school, Sunday school programs, and Head Start and Childhood League programs

2. Reasons for Going into Elementary Education: including preferences for working with smaller children, the influence of teachers and family members, and the belief that elementary children would be easy to handle and eager to learn

3. Descriptions and Reactions to their Teacher Training: positive comments about cognitive and theoretical background, and field experience; negative comments about lack

of proper background in discipline, classroom management, student qualities, and not enough field experience

4. Family Experiences: comments about close family relationships

Influences since starting to teach

Each teacher discussed aspects of his/her life outside of the school environment. Their comments were divided into the categories listed below. Summaries are provided with each category.

1. Interests and Activities Outside the School: including sporting activities, arts and crafts, church-related activities, and outdoor activities

2. Spouses: including comments about loving and supportive spouses; some helped talk through problems which existed at school

3. Relatives: some teachers taught in districts to be either close to or far from relatives; educational issues and ideas were discussed with relatives who also taught

4. Their Own Children: little or no effect on their teaching in some cases; others were helped by experiencing their own children

5. Friends and Other Teachers: some friends were teachers in other schools; exchanged teaching ideas

6. Non-teaching Jobs: half the teachers never had summer or part-time jobs; most teachers who did, selected jobs which had no contact with children

7. Other Circumstances of Life: including moving, health problems, accidents, major purchases, and marriage

Influences of Supervisory Practices on Development

The teachers provided information about the supervisory practices which existed in the schools when their personal and professional development occurred. That information was organized into

the following topical categories: (1) principals, (2) other supervisory personnel, and (3) absence of administrators or supervisors.

Principals

Information about the principals' influence, activities, and qualities fell into the categories listed below. Summaries are provided with each category.

1. Personal and Professional Qualities: including information about administrative skills, personal approach and energy

2. General Source of Help and Reinforcement: comments about ideas, suggestions, advice, constructive criticism, praise, and reinforcement from the principals

3. Getting Along with Teachers: comments about communication with the faculty and getting along with the teachers

4. Procedures, Rules, and Philosophies: comments about rules and procedures established by the principals

5. Evaluating Teachers: comments about procedures the principals used to evaluate the teachers

6. Decisions for Teacher Autonomy: comments about principals' activities which allowed freedom for the teachers in methods and development of programs

7. Help with Discipline: comments about how principals helped when dealing with the children's discipline

8. Help with Parents and Community: comments about how principals helped the teachers when dealing with parents

9. Efforts to Control Teachers: comments about principals who tried to have teachers think and act in prescribed ways

Other supervisory personnel

The teachers mentioned several other supervisory personnel in addition to the principal who were available for assistance. They included:

1. County curriculum coordinator or supervisor
2. School-level resource person
3. District supervisor
4. Psychologists and superintendents
5. Curriculum director and other resource people

Absence of administrators or supervisors

Several teachers said no supervisor was available except the principal. Some principals were assigned to two small schools and consequently were in each building only half-time.

Preferred School Environment

The teachers suggested ways to change the school environment as they discussed their careers. Those suggestions were organized into the categories listed below. Summaries are provided with each category.

1. Principals: suggestions about principals' personal and administrative qualities (provide more direction, make expectations clear, provide rewards, give options, be more assertive when dealing with parents and central office, etc.)
2. Teachers: including suggestions for more teaching and sharing ideas, more communication district-wide, and involving teachers in more decisions
3. Administration: including suggestions to reduce the amount of required paperwork and forms
4. Students: including suggestions for consistent enforcement of rules for the children's discipline, improving discipline, and maintaining heterogenous groupings
5. Assistance: suggestions for more teacher aides and help for working with children who have special problems

6. Lunch and Recess Duty: suggestions that such duties for teachers be eliminated

7. Supplies: suggestions for more supplies and materials

8. The School Building: suggestions for larger classrooms and better equipped libraries

9. Parents: suggestions for more parental contact

10. Class Size: suggestions for smaller classes with perhaps 20 students or less

11. Inservice Programs and Workshops: suggestions for more programs to provide exposure to new ideas

12. Recognition and Respect: preferences for more respect and recognition for their teaching

13. Salary: suggestions for higher salaries

14. Miscellaneous: including suggestions about more planning time; less rigid state and federal time requirements for subjects

Discussion of the Results

A discussion of the findings is presented in the following sections: (1) teachers' developmental characteristics, (2) teachers' developmental influences, and (3) implications and recommendations.

Teachers' Developmental Characteristics

The teachers provided a great deal of information about their developmental characteristics as they discussed their teaching careers. The most striking finding was the evidence of stages of teacher career development. Additional information was provided which allows a fuller understanding of human development and the fulfillment of needs. A discussion of the characteristics is presented

in the following sections: (1) stages of teacher career development and (2) additional developmental characteristics.

Stages of teacher career development

The most striking finding was the evidence for stages of teacher career development. The teachers described different characteristics during identifiable periods in their careers. The changes seemed to occur in an ordered, hierarchical sequence with each year characterized by different types of changes. The changes occurred gradually and were cumulative.

The sequence of changes within each stage appeared to be as follows:

1. An increase in knowledge, leading to
2. a change in attitude, which
3. increased ability, leading to
4. changes in job performance.

Each step had to be completed in the stage of development before the teacher moved to the next stage.

The sequence is in line with conditions required to induce change through management development as proposed by Robert J. House (1967).

Additionally, this study revealed year phases which seemed to apply to each teacher's development. The first year; second, third, and fourth years; and the fifth year and beyond displayed distinct characteristics, with some variability between teachers.

A discussion of the three year phases and their characteristics is presented below.

The first year. The first year seemed to be distinct because it presented unique conditions and experiences for the teacher.

The most obvious findings were the professional characteristics the teachers exhibited the first year. These professional characteristics are presented below:

1. Limited Knowledge of Teaching Activities: limited knowledge of teaching methods, lesson planning, learning problems, record keeping, motivating and disciplining students; unorganized

2. Limited Knowledge of Teaching Environment: limited knowledge of children's characteristics (personalities, behavior, attention spans, achievement levels, interests), school curriculum, subject matter, school rules and regulations, discipline limits

3. Conformed to an Image They Held of Teachers: adopted an image of what a teacher should be and conformed to that images, taught in a traditional manner, did not want to complain

4. Limited Professional Insight and Perception: too wrapped up in their own activities to see other aspects of their professional environment, unable to identify causes of student misbehavior, unable to see themselves objectively

5. Subject-centered Approach to Curriculum and Instruction: teaching the subject and preparing the students academically seen as main goal; limited personal contact with the children

6. Feelings of Uncertainty, Confusion, and Insecurity: feelings of inadequacy; uncertain and confused about many aspects of the job; worried about how to teach and about not teaching correctly

7. Unwilling to Try New Teaching Methods: unwilling to try teaching methods they were unfamiliar with while they were still trying to master initial methods

Many of the professional characteristics exhibited during the first year were intertwined. For example, feelings of confusion and uncertainty existed concurrently with the teachers' limited knowledge of the teaching environment and activities of teaching. At this time the teachers adhered to a previously formed image of teachers and teaching, and taught in a traditional manner. They were unwilling to try new teaching methods until they had mastered the traditional methods. They had little insight into the complexity of their teaching environment. It appears that because they did not recognize the complexity of the environment and had limited knowledge and skills, they taught the subject rather than the child.

The teachers recalled their first teaching year as a time of concern about themselves in relation to their professional responsibilities. They were primarily concerned about their adequacy in: (1) maintaining classroom control, (2) teaching the subject, and (3) improving their teaching skills -- lesson planning, organizing units and materials, grading, and knowing the curriculum and what to teach. Many teachers expressed feelings of inadequacy in each area and consequently were concerned about their success as a teacher.

The first year concerns expressed by the teachers are in line with characteristics discussed by other researchers and teacher educators. Unruh and Turner (1970) suggested that the problems of the novice include discipline, routine and organization, scoring and marking papers, and curriculum development. Fuller (1967, 1970) and Fuller and Bown (1975) suggested that early concerns about the self

and personal survival focused on content adequacy, capacity to control the class, and the ability to survive as a teacher in the new school situation. Applegate and associates (1977, and Ryan, 1977) reported first year concern for the self when managing a classroom, confronting discipline problems, evaluating student progress, and worrying about his/her own competence in teaching a particular subject.

Many teachers were concerned about surviving each day and completing the school year. These findings are in line with the first year survival focus discussed by Fuller (1969); Fuller, Parsons, and Watkins (1973); Katz (1972); and Lortie (1966, 1973).

Several teachers approached the early years of teaching as a trial period. They were not certain if they wanted to make a career of teaching in the early years and used their experiences to determine their future course of action.

This study confirms first year teacher characteristics reported by other researchers and teacher educators. It also reports additional first year teacher characteristics as outlined previously in this section.

Second, third, and fourth years. The information the teachers provided about the second, third, and fourth years included a number of common professional characteristics which are presented below:

1. Increased Knowledge of Teaching Activities: refined and improved teaching techniques, more knowledge in planning and organizing subject matter, more knowledge about different teaching techniques, more knowledge to anticipate and relate subject matter

2. Increased Knowledge of Teaching Environment: more knowledge of children's characteristics, increased knowledge and ability to anticipate events, more knowledgeable and comfortable with subject matter, better understanding of what does and does not work in the classroom

3. Gradually Abandoning the Image They Held of Teachers: gradually stopped conforming to an image and started using the teaching techniques that worked best for them, allowed their own personality to come out more

4. Gradually Gaining More Professional Insight and Perception: more insight into the complexity of the professional environment; saw children in more complex ways and were able to respond to their needs more capably

5. Approach to Curriculum and Instruction: Starting to See the Child as a Person: learned more and became more concerned with the child's self-concept, tried to deal more with the individual

6. Gaining Confidence, Security, and Maturity: more comfortable with what they were doing, with the subject matter, and with the teaching techniques they used; more relaxed and sure of themselves

7. Willing to Experiment With New Teaching Techniques: willing to experiment with different teaching techniques after mastering some initial skills; saw the need to use more teaching techniques to meet the needs of the children

Just as in the first year of teaching, many professional characteristics which the teachers displayed in the second, third, and fourth years are intertwined. As teachers became more knowledgeable about the teaching activities and the teaching environment, they were more relaxed and confident. They had mastered some initial teaching skills and were confident about trying new teaching methods. They knew more about the children and were starting to perceive the complexities in teaching them. They also knew what did and did not work and could abandon their preconceived images of teacher behavior.

The teachers during their second, third and fourth years became less concerned with the teaching situation as a problem area. This confirms the stage of teaching situation concerns expressed by Fuller and Bown (1975).

There were several notable differences in the teachers' professional characteristics when comparing their second, third, and fourth years to their first year. The teachers were much more comfortable with their teaching in this sccond phase of development. They were more relaxed and not as nervous as they were the first year. They stopped worrying about themselves and started looking at larger concerns in the teaching situation. As they started to see the complexities in the children, they sought new teaching techniques to meet the wider range of needs they were beginning to perceive in their second, third, and fourth years. Also, the teachers expressed more of their own personalities in the classroom by letting themselves be more open and genuine with the children. Their experience increased their knowledge and abilities, and the teachers felt they were developing skills and meeting the children's needs more capably.

Lilian Katz (1972) called the second year the consolidation stage in which the teacher consolidates the overall gains made in the first stage and differentiates specific tasks and skills to be mastered next. Teachers in this study exhibited these characteristics in the second, third, and fourth year period. Katz did not discuss what the specific tasks and skills were whereas the teachers in this study identified specific professional characteristics for this time period.

Katz further labeled the third or fourth years as the renewal stage where the teachers tire of doing the same things and look at innovations in the field. Teachers in this study sought different teaching techniques in this period primarily to meet the children's needs rather than to break away from worn out methods as Katz had noted.

This study confirms some characteristics of second, third, and fourth year teachers reported in other researchers' and teacher educators' findings, but goes beyond by identifying additional characteristics presented in this section.

The fifth year and beyond. The information the teachers provided about their fifth year and beyond included a number of common professional characteristics as presented below:

1. Knowledge of Teaching Activities: good command of planning and organizational skills; knew many aspects of the job well; more able to adjust teaching to accomplish more; knew different ways of teaching

2. Knowledge of Teaching Environment: knew the children, curriculum, and teaching methods quite well; much knowledge due to cumulative value of teaching experiences

3. Continuing to Abandon the Image They Held of Teachers: gradually stopped conforming to the image and started using the teaching techniques that worked best for them; continued to let their own personality come out more

4. Continuing to Gain More Professional Insight and Perception: continued to become more perceptive of the complexities of the professional environment; viewed the children in more complex ways and were able to respond to children's qualities more capably

5. Child-centered Approach to Curriculum and Instruction: concerned with teaching the individual child and with relationships with the children; more personal emphasis in instruction; more concern with establishing and

maintaining a good classroom environment so warm relationships could exist

6. Feelings of Confidence, Security, and Maturity: sensed they could handle most situations they might encounter; confident and secure feelings; willing to try new things; feelings of being a mature teacher

7. Continually Willing to Experiment With New Teaching Techniques: willing to continually experiment with new teaching techniques to increase their competence, passively accept change, and keep their teaching interesting for them

Many of the professional characteristics exhibited in the fifth year and beyond were intertwined. When the teachers had a good command of teaching activities and understood the teaching environment, they felt confident, mature, and secure. They used what worked for them and abandoned the image of a teacher they thought they had to fulfill. Since they had mastered many of the initial teaching skills and were confident with new situations, they were continually willing to try new teaching methods. As they became more perceptive, they recognized the complex needs of the children and adopted a more child-centered approach to curriculum and instruction.

The teachers in their fifth year and beyond were concerned with meeting the needs of the children and with their relationship to the children. This confirms the stage of concerns about pupils reported by Fuller and Bown (1975).

Teachers in this stage knew what they were doing, where they were going, and what they wanted to do. They felt secure with the teaching duties and were competent in their performance of them.

The teachers accepted change as a continual process rather than a threat. Their reasons for trying new teaching methods were different at this stage from earlier stages. Earlier, the teachers were either unwilling to try new teaching methods or tried them to better meet the needs of the students. By this stage, the teachers had become skilled in a variety of techniques and continually tried additional techniques to increase their competence, passively accept change, and keep teaching interesting for themselves. The teachers focused on personal improvement and challenge.

The last reason for trying new teaching methods -- to keep their teaching interesting for themselves -- significantly affected the behavior of some teachers. The teachers felt they were meeting the needs of the children but also wanted to meet their own needs. To prevent boredom, they sometimes changed grade levels, schools, or aspects of their classrooms (learning centers, room arrangements, schedules, etc.).

Information from this study seems to confirm characteristics of the maturing period as described by Unruh and Turner (1970). Teachers in this study generally exhibited the acceptance of change as a continual process early in this last stage (around the fifth to seventh years) as compared to the fifteenth year or later as suggested by Unruh and Turner.

Feelings of professional maturity were experienced in the first decade of teaching, thus confirming Katherine K. Newman's (1978) description of teachers at that stage of career development.

Newman indicated that teachers in the end of their second decade of teaching felt like they were "getting into a rut" and changed schools and/or grade levels in an attempt to revitalize themselves. The teachers in this study expressed these concerns much earlier, as early as the fifth year in some cases.

Teachers in earlier years, years one through four, were primarily building knowledge and skills, and were determining if they wanted to make a career of teaching. This information concurs with Donald E. Super's (1975, pp. 28-29) description of the exploratory stages (ages 15-25) of career development when individuals determine their aptitudes and interests, and attempt to find a satisfactory occupation through a variety of activities, roles and situations.

Teachers in the fifth year and beyond generally became more committed to their careers and were satisfied with their chosen profession. Super (1957, chapter 9; 1975, p. 29) described the establishment stage (ages 24-45) of career development as a time for deciding what seems to be the best occupational choice, and for stabilizing and advancing a career. Information seems to confirm these career development characteristics for the teachers in this study.

Teachers in this stage expressed a growing concern for themselves and their own well being. They wanted to improve and be challenged and yet they were concerned about the tension resulting from teaching. Since they did not want to take job tensions home with them, many teachers tried to separate their personal and

professional lives. They also found ways in their personal lives to release the tension they had experienced in teaching.

A significant finding is the relative lack of changes the teachers expressed in the fifth year and beyond as compared to their first four years of teaching. Anne R. Peterson (1979) reported the teaching career could be described as a group of three interlocking sequences of development: (1) a sequence of job events, (2) a sequence of learnings of necessary job skills and behaviors, and (3) a sequence of changing attitudes and outlooks toward self and others.

Most changes in job events (grade levels, schools, districts) occurred within the first several years and the teachers then made relatively fewer changes. There were more changes in job events such as involvement in extra activities in the fifth year and later.

Most changes in acquisition of necessary job skills and behaviors were also reported for the first four years of teaching; in fact, the distinctions were clear enough to identify two yearly groups (first year; and second, third, and fourth years). The teachers identified more of their skill acquisitions during the years when they were mastering their skills (years one through four) compared to the years after they mastered the skills (fifth year and beyond). Teachers were learning new skills in their later years through workshops and other means but did not identify those changes in the same detail as they had for their earlier years.

Most changes in attitudes and outlooks came gradually, with more changes being identified in the first four years. Many teachers

by the fifth year had become committed to a particular philosophy for dealing with children; by this stage they changed only their techniques rather than their philosophy.

This study confirms some characteristics of teachers in their fifth year and later as reported by other researchers and teacher educators but goes beyond by identifying additional characteristics presented in this section.

Additional developmental characteristics

The growth in some personal characteristics expressed by the teachers can be discussed in relation to human developmental stages. Compared to their first year, the teachers at the time of the interviews felt growth in: (1) confidence and happiness; (2) maturity, capability, and affability, (3) flexibility; (4) open-mindedness; (5) assertiveness and expressiveness; and (6) egocentrism.

Most teachers felt competent by the fifth year, indicating they were at the esteem level or higher on Porter's hierarchy of needs. The teachers who had not achieved competence had hygiene needs; they were building their personal and professional skills to avoid failure. The teachers who had achieved competence had motivational needs; they were maintaining or improving their skills to seek further success.

The teachers' personal and professional characteristics seem to confirm Levinson's, Gould's and Sheehy's descriptions of adult life. In their mid-twenties, the teachers began provisional commitments to work, marriage and family, and other adult responsibilities.

By their fifth year, the teachers had committed themselves to teaching as a career when they reexamined their provisional commitments to the job. By the early thirties, most teachers had completed their movement from different schools and districts and had settled down in one location. This phase of professional commitment and growth after settling down in one school also confirms Peterson's (1979) first stage of teacher career development. Teachers in their forties saw the limits of success and achievement as time became more finite.

Teachers' Developmental Influences

The teachers provided a greal deal of information about the conditions which existed when their personal and professional development occurred. This information was summarized in an earlier section.

Several factors appear to have significantly affected the teachers' personal and professional development. These factors will be discussed in this section along with an additional factor which had less influence than expected. The discussions will be presented in the following order: (1) influence of other teachers, (2) influence of accumulated experience, (3) interaction between personal life and professional life, and (4) influence of supervisory practices.

Influence of other teachers

Other teachers profoundly influenced the development of the teachers in this study. The other teachers were a source of ideas and materials. They were people the teachers could go to and discuss educational ideas and philosophies to challenge and clarify their

own positions. They were people who were sharing common experiences and who could provide a point of comparison for the teachers' own experiences. They were people who were friends and who created the organizational climate within the building.

Several conditions affected the interaction of the teachers and the sharing of ideas and materials. The other teachers' personal qualities and preferences for working alone or together often determined the amount of interaction which took place. Interaction was also affected by the availability of informal time (before and after school; during lunch, recess, and planning) and formal times for interaction (grade-level meetings in the school and the district for idea exchange; grade-level planning meetings). Teacher turnover often slowed interaction due to the time needed to develop new relationships but new ideas were brought in with the new teachers.

Most interaction occurred between teachers at the same grade level. They had a common curriculum, similar children and, often, similar problems. If interaction did not take place between teachers at the same grade level, the teacher often continued on his/her own or sought needed help from teachers one grade above or below.

Influence of accumulated experience

The teachers' accumulated experience appeared to significantly affect their personal and professional development. As they increased their knowledge of children, the subject matter, teaching techniques and other aspects of teaching, the teachers had more resources to draw upon when confronting new situations. When the teachers

increased their knowledge, their attitudes changed about their teaching, which subsequently led to a change in abilities and job performance. The teachers, for example, reported that their first year was very important because they learned so much about teaching. That knowledge affected their attitude toward teaching when they discovered they were deficient in performing many aspects of the job. With the increased knowledge and changes in attitude, the teachers changed their abilities and subsequently their job performance to meet the job demands better.

The teachers' knowledge accumulated yearly, leading to changes in job performance. Knowing they had this expanding repertoire of knowledge and skills, the teachers felt confident and mature in their fifth and later years.

Interaction between personal life and professional life

The teachers' development was significantly affected by the interaction between their personal lives and their professional lives. Most teachers indicated that their personal lives had affected their teaching and, in turn, their teaching affected their personal lives.

The teachers' personal lives generally affected their teaching in a positive and supportive manner. If they felt loved, wanted, and comfortable in their personal lives, they generally carried positive feelings to the classroom. Personal activities outside of school sometimes resulted in the teachers being more flexible, compassionate, and understanding of the children at school. The teachers did not

report any negative effects on their teaching from the influence of their personal lives.

The teachers' professional lives affected their personal lives in both positive and negative ways. Professional activities positively affected the general quality of life, personal development, and home life. The professional lives of some teachers created strain and tension which negatively affected family relationships. These teachers released the tension generated in their professional lives through activities in their personal lives. Despite efforts to separate the personal and professional lives, the merging of their roles often occurred.

Influence of supervisory practices

The influence of supervisory practices on the teachers' development was less than what might have been expected.

Several conditions indicate the negative influence supervisors and administrators had on the teachers' development. The teachers said supervisors were not available for assistance when it was needed, established rules in order to control the teachers, held differing opinions, and had unreasonable rules or philosophies. The teachers felt that supervisors or administrators with these characteristics did not provide the support the teachers needed, and thus limited the teachers' development. William Perry (1970) indicated that a balance of challenges and support must be provided for moral and ethical development. The teachers in these cases had the challenges provided

by the teaching situation but did not have the support necessary to continue their development.

When conditions established by supervisors and administrators were viewed favorably, the effect on the teachers' development was less than what might be expected. Positive influences included reasonable rules and procedures, clear expectations, helpful and supportive approach, being a source of ideas and reinforcement, friendliness and making decisions for teacher autonomy. Even though the positive influences existed, few teachers attributed their professional and personal development to their supervisors' or administrators' help.

Recommendations and Implications

The implications of the research and recommendations are provided in this section in the following areas: (1) research, (2) undergraduate teacher education, (3) graduate teacher education, (4) inservice teacher education, and (5) supervision and administration.

Research

Several investigations would lead to substantiation and interpretation of the major findings of this study.

> Recommendation: that research be undertaken to describe the characteristics of teachers' personal and professional development and the influences on that development
>
> Recommendation: that research be undertaken to determine whether stages expressed by the fifteen teachers apply to other teachers' experiences
>
> Recommendation: that teachers' developmental characteristics be compared with evidence on adult development

Recommendation: that teachers' developmental characteristics be compared with career development in other occupations offering horizontal advancement

Methodological modifications might prove helpful in identifying teachers' personal and professional characteristics. The teachers in this study were interviewed once for an average time of two hours and 10 minutes. Longer, more detailed interviews may provide a fuller view of teacher development. Focused interviews would allow teachers the opportunity to express issues during the interview which were important to them rather than being confined to a rigid set of structured questions predetermined by the investigator.

Recommendation: that investigators of teacher development increase the length and depth of teacher interviews

Recommendation: that investigators of teacher development use focused interviews to allow teachers the opportunity to express issues important to them

In this study, teachers were the only source of data on themselves. Teachers in future studies could be asked to collect photographs, notes, lesson plans, diaries, or other pertinent records which would refresh their memories of details of their development. As these materials are obtained, the teachers would begin to think about their development prior to the interview. Richer, more detailed interviews would result.

Recommendation: that investigators of teacher development have teachers collect pertinent records prior to the interviews

The fifteen teachers were interviewed at a single point in their careers. A cross sectional sample such as the one used in this study does not have uniform historical, cultural, and social

influences for given points in teachers' careers. A longitudinal study would overcome this variable and provide richer information for the development of individual teachers.

> Recommendation: that investigators of teacher development undertake longitudinal study following teachers from their first year to retirement

The listing of characteristics and influences on the teachers' personal and professional development in this study did not reveal the context in which the changes occurred. To illustrate the context, the data were presented in several ways, including the use of topical summaries, a case study, and idiosyncratic examples. Future studies of teacher development would provide a more meaningful view of the development if they also illustrated the context in which the development occurred.

> Recommendation: that investigators of teacher development report data to reveal the context in which the development occurred

Most teachers in this study completed their teacher training a number of years ago when there were fewer field experiences in teacher education programs compared to recent requirements. Most teachers reported difficulties due to a lack of knowledge and skills during their first year. Many teacher education programs today include a great deal more field experience. Future studies could compare teacher education programs with and without extensive field experience to determine which program better prepared teachers for their first year of teaching.

Recommendation: that investigators of teacher development study the relative value of field experiences in preservice teacher education

The teachers interviewed in this study had committed themselves to a teaching career. Teachers who dropped out of teaching were not interviewed and their developmental characteristics and influences are not known. Future studies could identify characteristics and influences on the development of the teachers who dropped out to identify reasons why teachers resigned their positions.

Recommendation: that investigators of teacher education examine the developmental characteristics and influences of teachers who resigned their positions

Undergraduate teacher education

Teachers who had more field experience in their teacher training programs felt better prepared in their first year of teaching than those who had less preservice field experience. Many teachers reported having limited knowledge and skills when they started teaching, and felt they struggled through the first year. More extensive contact with children in a classroom setting -- before the first year of teaching -- might produce better teachers. The merits of a one-year internship with a cooperating teacher should be examined.

Recommendation: that preservice teacher educators examine the merits of more extensive field experience to better prepare their students for the first year of teaching.

The teachers in this study reported their primary first year concerns and deficiencies to be with: (1) maintaining classroom control, (2) teaching the subject, and (3) improving their teaching

skills (lesson planning, organizing units and materials, grading, and knowing the curriculum and what to teach). Preservice teacher educators could examine and revise content in teacher training programs to better prepare the students for the problems of their first year.

> Recommendation: that preservice teacher educators examine and revise content in teacher training programs to better prepare students for the problems of their first year

Graduate teacher education

The teachers in this study took most of their graduate courses in their second through fifth years of teaching. Teachers at these years of service were looking for alternative teaching methods and were in the process of committing themselves to educational philosophies. Teacher educators who conduct graduate courses should consider the characteristics and needs of teachers who enroll in their classes and design their content accordingly.

> Recommendation: that teacher educators who conduct graduate courses consider the characteristics and needs of their students when selecting course content and designing learning experiences

Inservice teacher education

Several teachers in this study did not participate in inservice programs yet acquired knowledge and developed skills by other means. Many teachers appreciated the variety of inservice program topics and participated regularly. Most teachers obtained new ideas from other teachers during informal times or during formal meeting

times arranged by supervisors or administrators. Each teacher developed professionally yet there were many paths to that development.

> Recommendation: that inservice programs be designed with the recognition that there are many patterns of professional development

The teachers in this study reported many problems with maintaining discipline, teaching the subject, and improving their teaching skills the first year. They reported that they were seeking new ways of teaching in the second, third, and fourth years and that they were in the process of committing themselves to educational philosophies. Fewer needs were expressed for the later years of service.

> Recommendation: that inservice programs deal primarily with the needs and concerns of teachers in the first four years of teaching

Teachers in this study reported that they learned from other teachers. The needs and skills at various years of service could be considered and teachers could help other teachers.

> Recommendation: that inservice programs give teachers the opportunity to formally and informally interact

> Recommendation: that inservice programs use experienced teachers to assist teachers in their first four years of teaching

Many teachers expressed problems when dealing with tension which resulted from their professional activities. The tension was often released in some form in their personal life, sometimes with negative consequences.

> Recommendation: that inservice programs help teachers understand and release tension generated in their professional activities

Many teachers had not examined their teaching careers in detail until the interview provided them the opportunity. Teachers may have a better understanding of themselves and may be able to facilitate their own development better if they had information about the characteristics of teacher career development.

> Recommendation: that inservice programs allow teachers to learn about the characteristics of teacher career development and allow them to reflect about their own development

Supervision and administration

Many supervisors and administrators described in this study did not provide support, and if they did, it often was not the right kind of support or it was delivered at the wrong time.

> Recommendation: that supervisors and administrators receive training about the characteristics of teacher career development and the influences on that development

Many supervisors and administrators described in this study did not challenge the teachers to develop further. Nor did they provide the teachers with the support they needed. William Perry (1970) suggested that a balance of challenges and supports is needed to facilitate development.

> Recommendation: that supervisors and administrators provide a balance of challenge and support for each teacher to facilitate development

> Recommendation: that supervisors and administrators provide differentiated experiences and planned intervention when designing inservice programs or developmental activities

Conclusion

The purpose of this study was to determine teachers' perceptions of their personal and professional developmental characteristics and to identify influences on that development. Research in this area is in a state of infancy. Sidney W. Bijou (1968) suggested that research covering empirical constructs (such as teachers' development) would best refine the descriptions and transitions and point to further subdivisions. Such research would be expected to accelerate the formulation of empirical laws with increasingly longer chains within and between developmental periods (pp. 422-23).

It is hoped that this study has contributed to an understanding of teachers' personal and professional development and that the chains within and between developmental periods have been extended.

APPENDIX A

SUMMARY OF SAMPLE

Teacher	Approximate Age	Sex	Years of Teaching Experience	Grade Level Currently Teaching	Grade Level Previously Taught	Number of Years Delay Between High School and College	Number of Years Delay Between College and Teaching	Number of Years Break In Service
LS	30	Female	8	K	K	0	0	0
VK	50	Female	28	K	K	0	0	0
JM	28	Female	6	1	1,2	0	0	0
LK	42	Female	18	1	K,1,2	0	0	1
EG	34	Female	12	2	2	0	0	0
GB	47	Female	22	2	2,4	0	3	0
KM	26	Female	4	3	2,3,2/3	0	0	0
SS	34	Female	12	3	3,4,5	0	0	0
SB	37	Female	15	3	2,3	0	0	0
SM	26	Female	4	4	4,3/4	0	0	0
MM	31	Female	9	4	4	0	0	0
BC	30	Female	10	5	5,6	0	0	0
DC	38	Male	15	5	4,5,6	2	0	0
DR	29	Male	7	6	6	0	0	0
PF	38	Female	15	6	2/3,3,3/4,4 4/5,5,6,7,8	0	0	1

APPENDIX B

FINAL INTERVIEW GUIDE

This interview follows the guidelines suggested by Merton (1956) for a focused interview. Therefore, there is inherent flexibility in the conduct of the interviewer due to the necessity to respond to the new emerging data.

Guide for the Interview

When did you decide to enter teaching?

What was it like your first year of teaching?

(Interviewer: Allow for a full range of responses while seeking specificity, depth, and personal context. When the teacher has completed the discussion of the first year, enter mutational questions where appropriate to raise additional issues.)

(interviewer: Provide transition to the second year of teaching. Enter mutational questions at the end of that discussion.)

(Interviewer: Provide transition for a discussion of the third year of teaching. Follow the same procedure to the end of the teacher's years of service.)

(Note: Sometimes in the upper years of service, teachers may have difficulty recalling specific years. In that case, discuss two or three years as a block of time as a focus of the interview.)

Mutational Questions

Mutational questions contain explicit reference to a previously unconsidered area. As part of a focused interview, the investigator has a list of significant elements which had been hypothesized to relate to the discussion area. If those issues weren't brought up in the natural course of the interview, the investigator can enter mutational questions concerning those issues. Listed below are a number of those elements that had been hypothesized to be of value in the discussion of the teacher's career. If they aren't considered in the conversation, the investigator can enter them as mutational questions at appropriate points in the interview.

1. Did your problems in teaching change over the years? How did you change in relation to them?

2. Did you work with other teachers, or have you taught more-or-less alone?

3. Have you taught basically the same way since you started? How different? Why? When?

4. How have you changed as a teacher over the years? When? Why?

5. In what ways, if any, do supervisors or administrators make your work harder or less effective? In what ways have they really helped you?

6. Would you like to see the parents of your students more often or less often? Why?

7. How do you obtain your new ideas?

8. Have you sought more training at any time?

9. What are the really important satisfactions you receive in your work as a teacher? Were these satisfactions different earlier in your career?

10. Has the amount of energy you've put into teaching changed over the years? How? Why?

11. What are you trying to achieve as a teacher?

12. What changes - of any kind that occur to you - would allow you to do a better job of what you're really trying to do?

13. What are your major interests and activities outside of teaching? Were those interests and activities the same earlier in your career?

14. Did you have any non-teaching jobs while you were also teaching? When? Why?

15. Have any of your activities outside of school influenced your teaching? Or vice-versa?

16. Have you noticed any changes in yourself as you've grown older? How have you changed as a person over the years? Have these changes affected you as a teacher?

17. Has our society changed in any way since you've started teaching? How have those changes affected you as a person and as a teacher?

18. Have you changed any of your philosophies or beliefs since you began teaching? When? How? Why?

19. Do you feel like a "mature" teacher? How do you know? What is it like? How was it different than earlier in your career?

20. Do you feel comfortable with your working conditions? How would you like them different?

21. Did you intend to make a career of teaching? What are your career plans now?

22. How do you feel about your teacher training?

23. Has there been a change in the students over the years? Has your relationship with the students changed over that time?

24. Do you receive recognition for all you do as a teacher?

25. (At the conclusion of the interview) Is there anything else that you feel should be said that hasn't been mentioned so far?

APPENDIX C

SCHOOL DATA SHEET

	FIRST SCHOOL WHERE YOU TAUGHT	SECOND SCHOOL WHERE YOU TAUGHT	THIRD SCHOOL WHERE YOU TAUGHT	FOURTH SCHOOL WHERE YOU TAUGHT
1. Name of school district, location				
2. Name of school				
3. Grade level/ subject				
4. Number of years teaching there				
5. Dates of those years of service				
6. Extra-curricular activities you sponsored				
7. Other duties required of you in the school				
8. Any comments you have:				

APPENDIX D

TEACHERS' PERCEPTIONS OF THEIR PROFESSIONAL CHARACTERISTICS

PROFESSIONAL CHARACTERISTICS	FIRST YEAR	SECOND, THIRD AND FOURTH YEARS	FIFTH YEAR AND LATER
KNOWLEDGE OF TEACHING ACTIVITIES	limited knowledge	increasing knowledge of planning and organization	good command of teaching activities
KNOWLEDGE OF TEACHING ENVIRONMENT	limited knowledge	increasing knowledge of children, school curriculum, and teaching methods	good command of teaching environment'
CHANGING IMAGES OF TEACHING	conformed to perceived image of teaching	gradually abandoned image they held about teaching	
PROFESSIONAL INSIGHT AND PERCEPTION	limited insight and perception	gradual increase in perception and insight	
APPROACH TO CURRICULUM AND INSTRUCTION	subject-centered curricular approach	transitional period finding that students are people	child-centered curricular approach
PROFESSIONAL CONFIDENCE, SECURITY, MATURITY	uncertain, confused	gradually more confident about subject matter and teaching techniques	confident, secure
WILLINGNESS TO TRY NEW TEACHING METHODS	unwilling to try; still mastering others	willing to experiment with new teaching methods	continually trying new teaching methods

BIBLIOGRAPHY

Allport, Gordon. Becoming; Basic Considerations for a Psychology of Personality. New Haven, Conn.: Yale Univ. Press, 1955.

Anadalakshmy, A., and Grinder, Robert E. "Conceptual Emphasis in the History of Developmental Psychology: Evolutionary Theory, Teleology, and Nature-Nurture Issue." In Developmental Psychology: A Book of Readings, pp. 24-35. Edited by William R. Looft. Hindale, Illinois: The Dryden Press Inc., 1972.

Anderson, J.D., ed. Psychological Aspects of Aging. Washington, D.C.: American Psychological Association, 1956.

Applegate, Jane H.; Flora, V. Randall; Johnston, John M.; Lasley, Thomas J.; Mager, Gerald M.; Newman, Katherine K.; and Ryan, Kevin. The First Year Teacher Study. New York: ERIC Document Reproduction Service, ED 135 766, 1977.

Arieti, Silvano, ed. American Handbook of Psychiatry. Vol. 3. New York: Basic Books, 1966.

Arieti, Silvano, ed. American Book of Psychiatry. 2nd ed. Vol. 1: The Foundations of Psychiatry. New York: Basic Books, Inc., 1974.

Association for Supervision and Curriculum Development. Perceiving, Behaving, Becoming, the 1962 Yearbook for the Association for Supervision and Curriculum Development. Washington, D.C.: A.S.C.D., 1962.

Association of Student Teaching. Mental Health and Teacher Education, the Forty-sixth Yearbook of the Association for Student Teaching. Washington, D.C.: Association of Student Teaching, 1967.

Atchley, Robert C. "The Life Course, Age Grading, and Age-Linked Demands for Decision Making." In Life-Span Developmental Psychology: Normative Life Crises, pp. 261-78. Edited by Nancy Datan and Leon H. Ginsbery. New York: Academic Press, 1975.

Baltes, Paul B., and Goulet, Larry R. "Status and Issues of a Life-Span Developmental Psychology." In Life-Span Developmental Psychology: Research and Theory, pp. 3-21. Edited by Larry R. Goulet and Paul B. Baltes. New York: Academic Press, 1970.

Baltes, Paul B.; Reese, Hayne W.; Nesselroade, John R., eds. Life-Span Developmental Psychology: Introduction to Research Methods. Monterey, Calif.: Brooks/Cole Publishing Co., 1977.

Baltes, Paul B., and Schaie, Klaus Warner, eds. Life-Span Developmental Psychology: Personality and Socialization. New York: Academic Press, 1973.

Becker, Howard S. "Role and Career Problems of the Chicago Public School Teacher." Ph.D. dissertation, University of Chicago, 1951.

_____. "The Career of the Chicago Public Schoolteacher." American Journal of Sociology 57 (March 1952): 470-477.

Biddle, Bruce J., and Ellena, William J., eds. Contemporary Research on Teacher Effectiveness. New York: Holt, Rinehart and Winston, 1964.

Bijou, Sidney W. "Ages, Stages, and the Naturalization of Human Development." American Psychologist 23 (June 1968): 419-27.

Bijou, Sidney W., and Baer, D.M. Child Development: A Systematic and Empirical Theory. Vol. 1. New York: Appleton-Century-Crofts, 1965.

Birren, James E., ed. Handbook of Aging and the Individual. Chicago: University of Chicago Press, 1959.

_____, ed. Relations of Development and Aging. Springfield, Ill.: Charles C. Thomas, 1964.

Block, Jack. Lives Through Time. Berkeley, Calif.: Bancroft Books, 1971.

Bloom, M. "Life-Span Analysis: A Theoretical Framework for Behavioral Science Research." Human Relations. 12 (1964): 532-54.

Brim, Orville G., and Wheeler, S., eds. Socialization After Childhood. New York: John Wiley and Sons, 1966.

Buhler, Charlotte. Der menschliche Lebenslauf als psychologisches Problem (The Course of Human Life as a Psychological Problem). Leipzig: S. Hirzel, 1933. 2nd ed.: Gottingoen: Hogrefe, 1959.

_____. "The Curve of Life as Studied in Biographies." Journal of Applied Psychology 19 (1935): 405-10.

_____. "Theoretical Observations about Life's Basic Tendencies." American Journal of Psychotherapy 13 (1959): 561-81.

_____. "Meaningful Living in the Mature Years." In Aging and Leisure, pp. 345-87. Edited by Robert W. Kleemier. New York: Oxford University Press, 1961.

_____. Values in Psychotherapy. New York: Free Press, 1962.

_____. "The Course of Human Life as a Psychological Problem." Human Development 11 (1968): 184-200.

Buhler, Charlotte, and Massarik, Fred, eds. The Course of Human Life: A Study of Goals in the Humanistic Perspective. New York: Springer Publishing, Inc., 1968.

Burden, Paul R. "Teachers' Perceptions of the Characteristics and Influences on Their Personal and Professional Development." Ph.D. dissertation, The Ohio State University, 1979. (Order No. 8008776)

Cain, Leonard D. "Life Course and Social Structure." In Handbook of Modern Sociology, pp. 272-309. Edited by R.E.L. Faris. Chicago: Rand McNally, 1964.

Charles, Don C. "Historical Antecedents of Life-Span Developmental Psychology." In Life-Span Developmental Psychology: Research and Theory, pp. 23-52. Edited by Larry R. Goulet and Paul B. Baltes. New York: Academic Press, 1970.

Charlesworth, William R. "Developmental Psychology: Does It Offer Anything Distinctive?" In Developmental Psychology: A Book of Readings, pp. 1-27. Edited by William R. Looft. Hinsdale, Illinois: The Dryden Press Inc., 1972.

Chickering, Arthur W. "Developmental Change as a Major Outcome." In Experiential Learning: Rationale, Characteristics, and Assessment, pp. 62-107. Edited by Morris T. Keeton and Associates. San Francisco: Jossey-Bass, 1976.

Clausen, John A. "The Life Course of Individuals." In Aging and Society. Vol. 3: A Sociology of Age Stratification, pp. 457-514. Edited by Matilda W. Riley, J. Johnson, and A. Foner. New York: Russell Sage Foundations, 1972.

Crosby, Muriel. Curriculum Development for Elementary Schools in a Changing Society. Boston: D.C. Heath and Company, 1964.

Croslin, A., ed. Handbook of Socialization Theory and Research. New York: Rand-McNally, 1969.

Cummings, Elaine. "New Thoughts on the Theory of Disengagement." In New Thoughts on Old Age, pp. 3-18. Edited by R. Kastenbaum. New York: Springer, 1964.

Cummings, Elaine, and Henry, W.E. Growing Old: The Process of Disengagement. New York: Basic Books, 1961.

Datan, Nancy, and Ginsbery, Leon H., eds. Life-Span Developmental Psychology: Normative Life Crises. New York: Academic Press, 1975.

Davis, J.A. Great Aspirations. Chicago: Aldine Publishing Company, 1964.

Dreeban, Robert. The Nature of Teaching: Schools and the Work of Teachers. Glenview, Illinois: Scott, Foresman and Company, 1970.

Duncan, James K. Personal Conversation. 1978.

Eisdorfer, C., and Lawton, P.M., eds. The Psychology of Adult Development and Aging. Washington, D.C.: American Psychological Association, 1973.

English, O.S., ed. Introduction to Psychiatry. 2nd ed. New York: Norton, 1957.

Erikson, Eric H. Identity and the Life Cycle. New York: International Press, 1959.

_____. Childhood and Society. 2nd ed. New York: W.W. Norton & Co., 1963.

Erikson, Joan Kleinert, and Ruud, Josephine Bartow. "Concerns of Home Economics Students Preceding Their Student Teaching Experiences." Journal of Home Economics 59 (November 1967): 732-34.

Filstead, William J., ed. Qualitative Methodology. Chicago: Markham Publishing Company, 1970.

Flavell, John H. "Cognitive Changes in Adulthood." In Life-Span Developmental Psychology: Research and Theory, pp. 247-53. Edited by Larry R. Goulet and Paul B. Baltes. New York: Academic Press, 1970.

Frenkel, Else. "Lebenslauf, Leistung and Erfolg. Bericht uber den 12. Kongress fur experimentelle Psychologie." Archiv fur die Gesamte Psychologie 76 (1931): 331-35.

_____. "Studies in Biographical Psychology." Character and Personality. 5 (1936): 1-34.

Frankel-Brunswik, Else. "Adjustments and Reorientation in the Course of the Life Span." In Middle Age and Aging, pp. 77-84. Edited by Bernice Neugarten. Chicago: University of Chicago Press, 1968.

Fromm, Eric. Escape from Freedom. New York: Holt, Rinehart and Winston, 1941.

Fuller, Frances F. "Intensive Individualization of Teacher Preparation." Mental Health and Teacher Education, the Forty-sixth Yearbook of the Association for Student Teaching. Washington, D.C.: Association of Student Teaching, 1967.

_____. "Concerns of Teachers: A Developmental Conceptualization." American Educational Research Journal 6 (March 1969): pp. 207-26.

_____. "Personalized Education for Teachers: An Introduction for Teacher Educators." New York: ERIC Document Reproduction Service, ED 048 105, July 1970.

Fuller, Frances F., and Bown, Oliver H. "Becoming a Teacher." Teacher Education, the Seventy-fourth Yearbook of the National Society for the Study of Education, pt. 2. Chicago: University of Chicago Press, 1975.

Fuller, Frances F.; Parsons, Jane S.; and Watkins, James E. Concerns of Teachers: Research and Reconceptualization. Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1973.

Gabriel, John. An Analysis of the Emotional Problems of the Teacher in the Classroom. London: Angus and Robertson, 1957.

Gallaher, Art, Jr., ed. Perspectives in Developmental Change. Lexington: University of Kentucky Press, 1968.

Gehrke, Nathalie J. "The Role Personalization of Beginning Secondary Teachers: A Grounded Theory Study." Ph.D. dissertation, Arizona State University, 1976.

Giogi, Amedeo. "Phenomenology and Experimental Psychology: I" Review of Existential Psychology and Psychiatry 5 (1965): pp. 228-38.

_____. "Phenomenology and Experimental Psychology: II." Review of Existential Psychology and Psychiatry, 6 (1966): pp. 37-50.

_____. "The Experience of the Subject as a Source of Data in a Psychological Experiment." Review of Existential Psychology and Psychiatry 7 (1967): pp. 169-76.

Glaser, Barney G. "The Constant Comparative Method of Qualitative Analysis." Social Problems 12 (1965): 436-45.

Glaser, Barney G., and Strauss, Anselm L. The Discovery of Grounded Theory. Chicago: Aldine, 1967.

Glaser, Barney G., and Strauss, Anselm L. "Discovery of Substantive Theory: A Basic Strategy Underlying Qualitative Research." In Qualitative Methodology, pp. 288-304. Edited by William J. Filstead. Chicago: Markham Publishing Company, 1970.

Goldstein, Kurt. The Organism. New York: American Book, 1939.

Goode, Walter. "The Protection of the Inept." American Sociological Review. (Feb. 1967).

Gordon, Chad and Gergen, Kenneth J., eds. The Self in Social Interaction. New York: John Wiley, 1968.

Gould, Roger. "The Phases of Adult Life: A Study in Developmental Psychology." American Journal of Psychiatry 129 (Nov. 1972): 521-31.

_____. Transformations. New York: Simon and Schuster, 1978.

Goulet, Larry R., and Baltes, Paul B., eds. Life-span Developmental Psychology: Research and Theory. New York: Academic Press, 1970.

Gowan, J.C. "Relation of the 'K' Scale of the MMPI to the Teaching Personality." California Journal of Educational Psychology 6 (February 1955): 208-12.

Gray, J.T. "Needs and Values in Three Occupations." Personnel and Guidance Journal 42 (1963): 238-44.

Griffin, Virginia R. A Model of Developmental Changes in the Work-Life of the County Agent. Chicago: ERIC Document Reproduction Service, ED 050 337, 1970 (a)

_____. "A Model of Developmental Change in the Work-Life of the County Agent." Ph.D. dissertation, University of Chicago, 1970. (b)

Gurwitsch, A. The Field of Consciousness. Pittsburgh, Pa.: Duquesne University Press, 1964.

Harris, Dale B., ed. The Concept of Development. Minneapolis: University of Minnesota Press, 1957.

Harvey, O.J.; Hunt, D.E.; and Schroder, H.M. Conceptual Systems and Personality Organization. New York: John Wiley and Sons, 1961.

Havighurst, Robert J. Human Development and Education. New York: Longman, 1953.

_____. Developmental Tasks and Education, 3rd ed. New York: David McKay Company, Inc., 1972.

Havighurst, Robert J.; Neugarten, Bernice L.; and Tobin, Sheldon S. "Disengagement and Patterns of Aging." In Middle Age and Aging: A Reader in Social Psychology, pp. 161-72. Edited by Bernice L. Neugarten. Chicago: University of Chicago Press, 1968.

Hicks, Estelle Bell. The Golden Apples: Memoirs of a Retired Teacher. New York: Exposition Press, 1959.

Horney, Karen. Neurosis and Human Growth: The Struggle Toward Self-realization. New York: Norton, 1950.

House, Robert J. Management Development: Design, Evaluation, and Implementation. Ann Arbor, Michigan: Bureau of Industrial Relations, Univ. of Michigan, 1967.

Hughes, Everett C. Men and Their Work. Glencoe, Ill.: Free Press, 1968.

Hurlock, E.B. Developmental Psychology. New York: McGraw-Hill, 1968.

Inhelder, B. "Some aspects of Piaget's genetic approach to cognition," in W. Kessen and C. Kuhlman, eds. Thought in the Young Child. Monograph of the Society for Research in Child Development, 27, No. 2 (Whole No. 83), 1962, 19-33.

Jackson, Philip W. Life in Classrooms. New York: Holt, Rinehart and Winston, 1968.

James, William. "The Self." The Self in Social Interaction, pp. 41-49. Edited by Chad Gordon and Kenneth J. Gergen. New York: John Wiley, 1968.

Johnson, David J. "Influences on Teachers' Acceptance of Change." The Elementary School Journal 70 (December 1969): 142-53.

Joyce, Bruce, and Weil, Marsha, eds. Perspectives for Reform in Teacher Education. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1972.

Kastenbaum, R., ed. New Thoughts on Old Age. New York: Springer, 1964.

Katz, Lilian G. "Developmental Stages of Preschool Teachers." Elementary School Journal 73 (October 1972): 50-54.

Keeton, Morris T. and Associates. Experiential Learning: Rationale, Characteristics, and Assessment. San Francisco: Jossey Bass, 1976.

Kessen, W. "Stages and Structure in the Study of Children." Monographs of the Society for Research in Child Development 27 (Whole No. 104, 1962): 65-86.

Kimmel, Douglas C. Adulthood and Aging: An Interdisciplinary Developmental View. New York: Wiley, 1974.

Kleemier, Robert W., ed. Aging and Leisure. New York: Oxford University Press, 1961.

Knox, Alan Boyd. Adult Development and Learning: A Handbook on Individual Growth and Competence for the Middle Years. San Francisco: Jossey-Bass, 1977.

Kohlberg, Lawrence. "Stage and Sequence: The Cognitive Developmental Approach to Socialization." In Handbook of Socialization Theory and Research, pp. 120-121. Edited by A. Croslin. New York: Rand-McNally, 1969.

_____. "The Concepts of Developmental Psychology as the Central Guide to Education: Examples from Cognitive, Moral, and Psychological Education." In Proceedings of the Conference on Psychology and the Process of Schooling in the Next Decade: Alternative Conceptions. Edited by M.C. Reynolds. Washington, D.C.: Bureau for Educational Personnel Development, U.S. Office of Education, 1973. (a)

_____. "Continuities in Childhood and Adult Moral Development Revisited." In Life-Span Developmental Psychology: Personality and Socialization. Edited by Paul B. Baltes and K. Warner Schaie. New York: Academic Press, 1973. (b)

Kuhlen, Raymond G. "Aging and Life Adjustment." In Handbook of Aging and the Individual, pp. 852-97. Edited by James E. Birren. Chicago: The University of Chicago Press, 1959. (a)

_____. Career Development in the Public School Teaching Profession With Special Reference to Changing Motivations, Pressures, Satisfactions and Dissatisfactions. Syracuse, N.Y.: Syracuse University Institute of Research, 1959. (b)

_____. "Needs, Perceived Need Satisfaction Opportunities, and Satisfaction with Occupation." Journal of Applied Psychology 47 (1963): 56-64.

_____. "Personality Change With Age." In Personality Change, pp. 524-55. Edited by P. Worchel and D. Byrne. New York: John Wiley and Sons, 1964.

_____. "Developmental Changes in Motivation During the Adult Years." In Middle Age and Aging, pp. 115-36. Edited by Bernice Neugarten. Chicago: University of Chicago Press, 1968.

Kuhlen, Raymond G., and Dipboye, W.J. Motivational and Personality Factors in the Selection of Elementary Secondary School Teaching as a Career. Technical Report. Washington, D.C.: U.S. Office of Education Cooperative Research Program, 1959.

Kuhlen, Raymond G. and Thompson, George G., eds. Psychological Studies of Human Development. Rev. ed. New York: Appleton-Century-Crofts, 1963.

Lacey, Colin. The Socialization of Teachers. London: Methuen, 1977.

Levinson, Daniel J.; Darrow, Charlotte N.; Klein, Edward B.; Levinson, Marsha H.; and McKee, Braxton. The Seasons of a Man's Life. New York: Alfred A. Knopf, 1978.

Lidz, Theodore. The Person. New York: Basic Books, Inc., 1968.

Lifton, Robert J. The Life of the Self: Toward a New Psychology. New York: Simon & Schuster, 1976.

Loevinger, Jane. Ego Development. San Francisco: Jossey-Bass, 1976.

Loevinger, Jane, and Wessler, R. Measuring Ego Development: Construction and Use of a Sentence Completion Test. Vol. 1. San Francisco: Jossey-Bass, 1970.

Looft, William R., ed. Developmental Psychology: A Book of Readings. Hinsdale, Ill.: The Dryden Press, Inc., 1972.

Lortie, Daniel C. "Teacher Socialization: The Robinson Crusoe Model." In The Real World of the Beginning Teacher, pp. 54-66. Report of the Nineteenth National Teacher Education and Professional Standards Conference. Washington, D.C.: National Education Association, 1966.

_____. "Observations on Teaching as Work." In Second Handbook of Research on Teaching, pp. 474-97. Edited by Robert M.W. Travere. Chicago: Rand McNally and Co., 1973.

_____. Schoolteacher: A Sociological Study. Chicago: University of Chicago Press, 1975.

Lowenthal, Marjorie Fiske; Thurnher, Magda; and Chiriboga, David. Four Stages of Life: A Comparative Study of Women and Men Facing Transitions. San Francisco: Jossey-Bass, 1975.

MacLean, M.S.; Gowan, M.S.; and Gowan, J.C. "A Teacher Selection and Counseling Service." Journal of Educational Research 48 (May 1955): 669-77.

Maguire, T.F. "Exchange and Interaction in Academic Departments." Ph.D. dissertation, University of Chicago, 1970.

Martin, Ann M., and Bendig, A.W. "Personality Needs of College Students Selecting Teaching as a Career." Journal of Psychological Studies 12 (1961): 111-20.

Marx, M., ed. Theories in Contemporary Psychology. New York: Macmillan, 1963.

Maslow, Abraham H. "A Theory of Human Motivation." Psychological Review 50 (1943): 370-96.

_____. "Defense and Growth." Merrill-Palmer Quarterly 3 (1965): 36-47.

_____. "Some Basic Propositions of a Growth and Self-actualization Psychology." In Perceiving, Behaving, Becoming, the 1962 Yearbook for the Association for Supervision and Curriculum Development. Washington, D.C.: A.S.C.D., 1962.

_____. Toward a Psychology of Being. Princeton, N.J.: Van Nostrand, 1962.

_____. Motivation and Personality. 2nd ed. New York: Harper & Row, 1970.

Merton, Robert K.; Fiske, Marjorie; and Kendall, Patricia S. The Focused Interview: A Manual of Problems and Procedures. Glencoe, Illinois: The Free Press, 1956.

Merwin, J.C., and DiVesta, F.J. "A Study of Need Theory and Career Choice." Journal of Counseling Psychology 6 (1959): 302-8.

Mumford, Lewis. The Conduct of Life. N.Y.: Harcourt, Brace, Jovanovich, Inc., 1951.

Murphy, Patrick P., and Burck, Harmon D. "Career Development of Men at Mid-Life." Journal of Vocational Behavior 9 (December 1976): 337-43.

Nagel, E. "Determinism and Development." In The Concept of Development. Edited by Dale B. Harris. Minneapolis: University of Minnesota Press, 1957.

Nathan, Beatrice Stephens. Tales of a Teacher. Chicago: Henry Regnery Company, 1956.

National Education Association. The Real World of the Beginning Teacher. Report of the Nineteenth National Teacher Education and Professional Standards Conference. Washington, D.C.: National Education Association, 1966.

National Society for the Study of Education. Teacher Education, the Seventy-fourth Yearbook of the National Society for the Study of Education, pt. 2. Chicago: University of Chicago Press, 1975.

Nesselroade, John R., and Reese, Hayne W., eds. Life-span Developmental Psychology: Methodological Issues. New York: Academic Press, 1973.

Neugarten, Bernice L. "A Developmental View of Adult Personality." In Relations of Development and Aging, pp. 176-208. Edited by James E. Birren. Springfield, Ill.: Charles C. Thomas, 1964.

_____. "The Awareness of Middle Age." In Middle Age and Aging, pp. 93-8. Edited by Bernice L. Neugarten. Chicago: University of Chicago Press, 1968.

_____. "Continuities and Discontinuities of Psychological Issues Into Adult Life." Human Development 12 (1969): 121-30.

_____. "Personality Change in Late Life: A Developmental Perspective." In The Psychology of Adult Development and Aging. Edited by C. Eisdorfer and P.M. Lawton. Washington, D.C.: American Psychological Association, 1973.

_____. "Adult Personality: Toward a Psychology of the Life Cycle." In The Human Life Cycle, pp. 379-94. Edited by W.C. Sze. New York: Jason Aronson, Inc., 1975.

_____, ed. Middle Age and Aging: A Reader in Social Psychology. Chicago: The Univ. of Chicago Press, 1968.

Neugarten, Bernice L., and Datan, Nancy. "Sociological Perspectives on the Life Cycle," In Life-Span Developmental Psychology: Personality and Socialization, pp. 53-69. Edited by Paul B. Baltes and K. Warner Schaie. New York: Academic Press, 1973.

Neugarten, Bernice L., and Datan, Nancy. "The Middle Years." In American Book of Psychiatry. 2nd ed. Vol. 1: The Foundations of Psychiatry, pp. 592-608. Edited by Silvano Arieti. New York: Basic Books, Inc., 1974.

Neugarten, Bernice L., et al. Personality in Middle and Later Life. New York: Atherton, 1964.

Neugarten, Bernice L.; Moore, J.W.; and Lowe, J.C. "Age Norms, Age Constraints, and Adult Socialization." American Journal of Sociology 70 (1965): 710-17.

Newman, Barbara M., and Newman, Philip R., eds. Development Through Life: A Case Study Approach. Homewood, Ill.: The Dorsey Press, 1976.

Newman, Barbara M. and Newman, Philip R. Development Through Life: A Psychosocial Approach. 2nd ed. Homewood, Ill.: Dorsey Press, 1979.

Newman, Katherine K. "Middle-aged Experienced Teachers' Perceptions of their Career Development." Ph.D. dissertation, The Ohio State University, 1978.

Olson, Willard C. "Developmental Theory in Education." in The Concept of Development, pp. 259-74. Edited by Dale B. Harris. Minneapolis: University of Minnesota Press, 1957.

Osipow, Samuel H. Theories of Career Development. 2nd ed. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1973.

Peck, Robert F., and Havighurst, Robert J. The Psychology of Character Development. New York: Wiley, 1960.

Pederson, K.G. The Itinerant Schoolmaster: A Socio-economic Analysis of Teacher Turnover. Chicago: Midwest Administration Center, University of Chicago, 1973.

Perry, William G. Forms of Intellectual and Ethical Development in the College Years. New York: Holt, Rinehart and Winston, 1970.

Peterson, Anne R. "Career Patterns of Secondary School Teachers: An Exploratory Interview Study of Retired Teachers." Ph.D. dissertation, The Ohio State University, 1978.

_____. "Teachers' Changing Perceptions of Self and Others Throughout the Teaching Career: Some Perspectives from an Interview Study of Fifty Retired School Teachers." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California, April 1979.

Peterson, Warren A. "Age, Teacher's Role, and the Institutional Setting." In Contemporary Research on Teacher Effectiveness, pp. 264-315. Edited by Bruce J. Biddle and William J. Ellena. New York: Holt, Rinehart and Winston, 1964.

Philips, Margaret. "Some Problems of Adjustment in the Early Years of a Teacher's Life." British Journal of Educational Psychology 2 (Nov. 1932): 237-56.

Piaget, Jean. The Origins of Intelligence in Children. New York: International Universities Press, 1952.

_____. "Intellectual Evolution From Adolescence to Adulthood." Human Development 15 (1972): 1-12.

Piaget, Jean and Inhelder, B. The Psychology of the Child. Translated by H. Weaver. New York: Basic Books, 1969.

Porter, Lyman. "Job Attitudes in Management: I. Perceived Deficiencies in Need Fulfillment as a Function of Job Level." Journal of Applied Psychology 47 (December 1963): 386-97.

Pressey, Sidney Leavitt; Janney, J.E. and Kuhlen, Raymond G. Life: A Psychological Survey. New York: Harper, 1939.

Pressey, Sidney Leavitt, and Kuhlen, Raymond G. Psychological Development Through the Life Span. New York: Harper and Bros., 1957.

Rappaport, Leon. Personality Development: The Chronology of Experience. Glenview, Ill.: Scott, Foresman and Company, 1972.

Rebelsky, F., ed. Life: The Continuous Process. New York: Knopf, 1975.

Reese, Hayne W. "The Scope of Experimental Child Psychology." In Experimental Child Psychology. Edited by Hayne W. Reese and L.P. Lipsitt. New York: Academic Press, 1970.

Reese, Hayne W., and Lipsitt, L.P., eds. Experimental Child Psychology. New York: Academic Press, 1970.

Reese, Hayne W., and Overton, Willis F. "Models of Development and Theories of Development." In Life-Span Developmental Psychology: Research and Theory, pp. 115-45. Edited by Larry R. Goulet and Paul B. Baltes. New York: Academic Press, 1970.

Reynolds, M.C., ed. Proceedings of the Conference on Psychology and the Process of Schooling in the Next Decade: Alternative Conceptions. Washington, D.C.: Bureau for Educational Personnel Development, U.S. Office of Education, 1973.

Riegel, Klaus F. "Adult Life Crises: A Dialectic Interpretation of Development." In Life-Span Developmental Psychology: Normative Life Crises, pp. 99-128. Edited by Nancy Datan and Leon H. Ginsberg. New York: Academic Press, 1975.

Riley, Matilda W.; Johnson, J.; and Foner, A.; eds. Aging and Society. Vol. 3: A Sociology of Age Stratification. New York: Russel Sage Foundations, 1972.

Robinson, E. and Beery, C.A. "An Investigation of Certain Variables Related to Student Anxieties Before and During Student Teaching." Grambling, Lousiana: Grambling College, 1965. (Mimeographed.)

Rousculp, Charles G. Chalk Dust on My Shoulder. Columbus, Ohio: Charles E. Merrill Publishing Company, 1969.

Ryan, Kevin. "Some Feedback is Better Than Others: Implications of a Study of First Year Teachers for the Follow Up of Teacher Education Graduates." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California, April 1979.

_____, et al. New Teachers: Inside Voices, Outside Eyes. New York: ERIC Document Reproduction Service, ED 150 135, Jan. 1977.

Ryans, David G. Characteristics of Teachers: Their Description, Comparison and Appraisal. Washington, D.C.: American Council on Education, 1960.

Sarason, Seymour B. The Culture of the School and the Problem of Change. Boston: Allyn and Bacon, Inc., 1971.

Saul, Leon J. Emotional Maturity: The Development and Dynamics of Personality. 3rd ed. Philadelphia: J.B. Lippincott Co., 1971.

Sergiovanni, Thomas J., and Carver, Fred D. The New School Executive: A Theory of Administration. New York: Harper and Row, 1973.

Sheehy, Gail. Passages. New York: E.P. Dutton and Company, Inc., 1974.

Smith, Louis M. "Classroom Social Systems in Teacher Education." In Perspectives for Reform in Teacher Education, pp. 116-63. Edited by Bruce Jouce and Marsha Weil. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1972.

Strong, E.K., Jr. Vocational Interests of Men and Women. Stanford, California: Stanford University Press, 1954.

Sudman, Seymour and Bradburn, Norman M. Response Effects in Surveys: A Review and Synthesis. Chicago: Aldine Publishing Company, 1974.

Sullivan, C.; Grant, M.Q.; and Grant, J.D. "The Development of Interpersonal Maturity: Application to Delinquency." In Introduction to Psychiatry, 2nd ed. Edited by O.S. English. New York: Norton, 1957.

Super, Donald E. The Psychology of Careers. New York: Harper and Brothers, 1957.

_____. "Vocational Development in Adolescence and Early Adulthood: Tasks and Behaviors." In Career Development: Self Concept Theory, pp. 79-95. Edited by Donald E. Super, et al. New York: College Entrance Examination Board, 1963.

_____. "Career Education and Career Guidance for Life Span and for Life Roles." Journal of Career Education 2 (Fall 1975): 27-42.

_____, et al. Career Development: Self-Concept Theory. New York: College Entrance Examination Board, 1963.

Sze, William C., ed. Human Life Cycle. New York: Jason Aronson, Inc., 1975.

Thompson, Michael L. "Identifying Anxieties Experienced by Student Teachers." Journal of Teacher Education 14 (December 1963): 435-39.

Travers, Robert M.W., ed. Second Handbook of Research on Teaching. Chicago: Rand McNally and Co., 1973.

Travers, Robert M.W.; Rabinowitz, William; and Nemovicher, Elinore. "The Anxieties of a Group of Student Teachers." Educational Administration and Supervision 38 (October 1952): 368-75.

Troll, Lillian E. Early and Middle Adulthood: The Best is Yet to Be ... Maybe. Monterey, Calif.: Brooks/Cole Pub. Co., 1975.

Unruh, Aldolph and Turner, Harold E. Supervision for Change and Innovation. Boston: Houghton Mifflin Co., 1970.

Vaillant, George E. Adaptation to Life. Boston: Little, Brown and Company, 1977.

Vanden Daele, L. "A Developmental Study of the Ego-ideal." Genetic Psychology Monographs 78 (1968): 191-256.

Von Bertalanffy, L. "General Systems Theory and Psychiatry." In American Handbook of Psychiatry, Vol. 3. Edited by Silvano Arieti. New York: Basic Books, 1966.

Waller, Williard W. The Sociology of Teaching. New York: John Wiley and Sons, Inc., 1932.

Werner, Heinz. Comparative Psychology of Mental Development. New York: International Universities Press, 1948.

_____. "The Concept of Development from a Comparative and Organismic Point of View." In The Concept of Development. Edited by Dale B. Harris. Minneapolis: University of Minnesota Press, 1957.

Whitbourne, Susan Krauss, and Weinstock, Comilda S. Adult Development: The Differentiation of Experience. New York: Holt, Rinehart and Winston, 1979.

White, Robert W. "Motivation Reconsidered: The Concept of Competence." Psychological Review 5 (1959): 297-329.

_____. Lives in Progress: A Study of the Natural Growth of Personality. 3rd ed. New York: Holt, Rinehart and Winston, 1975.

_____. The Enterprise of Living: Growth and Organization in Personality. 2nd ed. New York: Holt, Rinehart and Winston, Inc., 1976.

_____, ed. The Study of Lives. New York: Atherton Press, 1963.

Wilensky, Harold L. "Orderly Careers and Social Participation: The Impact of Work History on Social Integration in the Middle Mass." American Sociological Review 26 (August, 1961): 521-39.

Worchel, P., and Byrne, D., eds. Personality Change. New York: John Wiley and Sons, 1964.

Zigler, E. "Metatheoretical Issues in Developmental Psychology." In Theories in Contemporary Psychology, pp. 341-369. Edited by N. Marx. New York: Macmillan, 1963.